



Shikder Sujan

Student no: 2115669

Module: Coaching & Mentoring

Module code: BMSW6105

Assignment Title

Coaching and Mentoring within an organisational context.

Executive Summary

The report has identified about different coaching and mentoring practices which has planned about along with the differences and similarities they have. In this task, there is a comparison of coaching and mentoring with the other learning initiatives by considering the Clutterbuck's Four Style of Helping. This shows that there is need for encouraging better practices in relating to assure necessary skills for own coaching skills. A mentor or coach should be a good communicator at the same time must have that listening ability by which he can understand the issue and query of mentee for which own experience has been identified to the report.

While doing research for this report, I learned many important things that I can use in my career development and institutional work in the future. The notable lessons are:

- How to critically judge the purpose of coaching and mentoring within an organisational perspective;
- How to critically analyse the skills, attitudes, behaviors, values and beliefs of an effective coach or mentor and also utilise them to enhance organisational and personal effectiveness;
- What techniques can be used to effectively maximise the skills of a coach and mentor;
- How to help others/teams grow and develop through coaching and mentoring skills, as well as helping them reach their full potential;

Terms of Reference

My respected teacher **Brynach Heffernan** asked me to prepare this report as part of the assessment for the 'Coaching and Mentoring' module. This report is due on 4th of October and its final submission date is 8th of December, 2023 (3 p.m.).

Contents

Executive Summary.....	2
Terms of Reference.....	3
Introduction	5
Main Findings.....	5
TASK-1	5
Coaching.....	5
Mentoring	6
Similarities between Coaching and Mentoring	6
Differences between Coaching and Mentoring	6
Compare both coaching and mentoring to two other learning initiatives.....	7
Tangible and intangible benefits of coaching and mentoring to employer and employee	8
TASK-2.....	9
Line manager	9
Benefits of Line managers as coach/mentor.....	9
Drawbacks of line manager as a coach/ mentor	9
Assessment of skills and behaviours needed for success as a coach/mentor	10
TASK-3	11
Resilience.....	11
Change management.....	11
Impact of ineffective management of change at workspace.....	12
By developing resilient nature : coach and mentor helps in dealing with the changes	12
TASK-4.....	13
Coaching and mentoring helped organisations survive and thrive during the pandemic	13
TASK-5	14
Reflection according to Gibbs reflective model	14
Models to be used in future	15
Conclusion	15
References	16
Appendices	20

Introduction

The purpose of this report is to provide a detailed assessment on the concept of coaching and mentoring within a business organisation. These two are the most significant frameworks that help manage the performance and activities of employees while they are working in their roles (Garvey, Garvey, and Stokes, 2021). This report contains five tasks that separately discuss coaching and mentoring. The first task of the report is to define coaching and mentoring with appropriate examples. Along with the differences and similarities they have. In this task, coaching and mentoring are compared with other learning initiatives considering Clutterbuck's Four Styles of Helping. The second task focuses on evaluating the line manager as a coach or mentor. The third part of the report emphasises the importance of coaching and mentoring in building resilience and fostering the ability to manage change. The fourth part is based on the situation of the epidemic to explain how skilled coaches and mentors helped the organisation to survive the period. The final part of the report is a self-assessment using the Gibbs Reflective Cycle to identify own strengths and weaknesses.

Main Findings

TASK-1

Coaching

According to Starr, (2021) - “Coaching is a form of learning, where a person - a coach - supports someone else - a coachee - to create learning and self-development in a way that benefits them”.

Coaching is identified as a process in which a person with effective skills, knowledge or work experience supports another person or new employee within the firm. Coaching is like providing a proper roadmap and guiding the employees to reach the set goals or objectives (Bachkirova, Jackson, and Clutterbuck, 2021). For example, if an employee has the habit of reaching late to the office and this has been affecting the project timeline, then a coach will help him to understand the importance of time in the professional life. The aim of the coach is to make sure that the employee who is continuously coming late to the office will improvise his time management ability (Oades, Siokou, and Slempe, 2019).

Mentoring

According to Wong and Premkumar, (2007) - “Mentoring is a learning process where helpful, personal, and reciprocal relationships are built while focusing on achievement; emotional support is a key element”. The term mentoring is somehow related to the development of such relationships between individuals where knowledge and learning develop. In mentoring, there are always two persons, i.e., mentor and mentee. A mentor shares all his education, knowledge and skills with the mentee to make him competent in his respective job role (Kutsyuruba, and Godden, 2019). The examples of mentoring in practice are helping subordinates learn about their career interests and suggesting some right options to enhance their skills and abilities. A mentor who shares all his professional or life experience with the freshers, so that it becomes easier for them to overcome future challenges (Manuel, 2022).

Similarities between Coaching and Mentoring

- The two frameworks i.e., coaching and mentoring drives the knowledge and learning for the individual.
- The purpose which is shared by coaching and mentoring is to offer some effective suggestion to the juniors so that they can achieve the grow effective and succeed in their career (Johnson, 2021).
- These two are particularly demands the mutual trust, honesty, good communication and performance reviewal.

Differences between Coaching and Mentoring

- The first point that distinguish coaching and mentoring is the time period. Coaching usually take the 6 to 12 months of period to coach or guide the individual. On the other side, mentoring is based upon the long-term relation (Kowalski, 2019).
- Moreover, in coaching an individual always receive the constructive suggestion or feedback from the coach to take the right step (Haddock-Millar, and Tom, 2019). Whereas, in mentoring it is up on the mentee that what he will be doing with the advice that has been received through a mentor (Comiskey, 2022).

Compare both coaching and mentoring to two other learning initiatives

Basis	Coaching	Mentoring	Directive	Non-directive
Meaning	It is the method counselling that basically helps in growing one's skills and knowledge.	When a person is communicating and discussing about own success and experience to supports other progress then it is known as mentoring (Taylor, 2020).	It is the situation where mentor recommend and support the growth opportunities of the individual in an organisation (Lammert, DeWalt, and Wetzel, 2020).	When a mentor or coach is assisting the learner with the help of mindful question so as to reflect upon on abilities then it termed as non-directive mode of learning (Hakro, and Mathew, 2020).
Aim	To assist and guide other for performance improvisation	To inform the individual or beginners about the steps of dealing with the career hurdles.	To guarantee some promising work role for the mentee so as to help him in career.	To encourage the decision-making ability among the individuals for the good career.
Approach	Structured	Both structured or unstructured	Unstructured	Structured

Tangible and intangible benefits of coaching and mentoring to employer and employee

Technique	Tangible benefits	Intangible benefits
Coaching	It helps in boosting the business productivity by encouraging the employees for the better skills and knowledge growth (Stewart, 2020).	With the help of coaching employees get the opportunities to become more aware about their self and career choices.
Mentoring	Helps in capturing the distinguishability and acknowledgement at the workplace.	Supports better connection and good friend circle (Mullen, and Klimaitis, 2021).

TASK-2

Line manager

- **As a leader:** The line manager plays the role of a leader where he aims to interact with the employees to know about their work experience and the challenges they face. In addition to this, he leads and manages staff skills and competencies within the team by providing learning and training opportunities (Chan and et.al., 2022) (Banwell, Kerr, and Stirling, 2019).
- **As a manager:** He goes through the various departments and evaluates the various projects and activities on which the departmental team is working. In addition, line managers often delegate work responsibilities to other potential employees.
- **As a coach:** Being a coach, the line manager focuses on managing the work experience of employees in business management. Based on experience, line managers often provide coaching and create various learning opportunities for instructional purposes (Moloney, Pope, and Donnellan, 2023).
- **As a mentor:** The line manager regularly communicates the with the employees so that he gets the relevant information about their individual needs within the workplace and give suggestions accordingly (Butcher, 2019).

Benefits of Line managers as coach/mentor

- Coaching helps line manager to develop such an effective and culturally aware team for any project that will ensure the success of any project.
- Line manager is aware of the performance of every single employee and what changes are required. Hence, as a mentor or coach he can consider them as the basis of the advice or suggestion (Ellinger, and Ellinger, 2021).

Drawbacks of line manager as a coach/ mentor

- It would get difficult to understand the actual agenda of both i.e., line manager (coach or mentor) and employee.

- Moreover, there will be high chance of seeing partiality while choosing the employees for the coaching as it based upon the understanding of the line manager that whom he is actually finding a potent employee.

Assessment of skills and behaviours needed for success as a coach/mentor

- **A good listener and communicator-** A mentor or coach should be a good communicator at the same time must have that listening ability by which he can understand the issue and query of mentee.
- **Motivating personality-** Staying positive in front of the mentee motivates them as well while facing any challenging situation. Boosting their morale and confidence should be an essential behaviour of coach or mentor.
- **Raising mindful questions-** During coaching a coach should embrace the quality of becoming a good and creative questioner. This helps in making the discussion more effective and result oriented (Jarosz, 2023).
- **Adaptability-** Embracing the personality or building the skill of adaptability helps in serving the quality advice to the mentee irrespective of the situation and circumstance.
- **Know how to give feedback-** In coaching or mentoring, the essential part is how a coach is reviewing and guiding the individual. It is important to maintain the constructivism in the feedback so as to allow the person to grow effectively.

TASK-3

Resilience

The American Psychological Association (2014) defines resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress”.

Resilient is the ability of the person where he can confront the challenges easily, along with has that potential of recovering from the hindrances (Valanci-Aroesty and et.al., 2020).

Change management

According to Wang, and Sun, (2012) - “Change management is a systematic and structured process of developing and implementing strategies and interventions for organisations transitioning from current state to a desired state”.

Change management is the process of handling and dealing the transformation within the business organisation (Zugelder, 2019).

The factors which are currently driving the change within the business workspace are-

- Technological advancement where employees are looking for the advanced smart machines and system which support the virtual or remote working.
- Competition is another aspect of change within the workplace. If consider the competition at the industrial level, then company often implement new strategies or technologies so as to boost the operation. On the other side, competition among the employees fosters the requirement advances skills and learning (Zehntner, and McMahon, 2019).

The emerging drivers of changes are following-

- Global crisis like COVID-19 has increased the need of remote working at the workplace.
- Additionally, automation is the other crucial element of changes at the workplace, as it makes the working simpler and more effective.

Impact of ineffective management of change at workspace

If manager fails in handing the business changes and transformation appropriately then it may create the following issues-

- Employees do get frustrate from the changes because of the fear of losing the job role and getting underpaid (Jones, Zhou, and Andrews, 2023).
- There are some changes like installing new technology, this can affect the financial positioning of the company, if management fails in managing the transformation within the proposed budget.
- Companies may experience the low retention of the employees because of the changes as employees will try to switch the job to find the promising opportunities.

By developing resilient nature : coach and mentor helps in dealing with the changes

When a coach or mentor takes into account their own experiences and life problems and develops the right strategies to encourage a resilient nature in employees, it allows employees to respond positively to change. Coaching helps maintain a quality relationship between coach and mentee. Thus, it develops a sense of trust and confidence between these two parties (Guccione, and Hutchinson, 2021). Moreover, the coach or mentor can take the help of motivational methods to deal with the resilience issues of the employees. A coach always informs the individual that changes will bring new responsibilities and opportunities for growth in the workplace. Additionally, embracing adaptive behavior will support changes with resilience and efficiency (Passmore, and Sinclair, 2020).

TASK-4

Coaching and mentoring helped organisations survive and thrive during the pandemic

To understand the role of coaching and mentoring more effectively, Pandemic is the appropriate case. It is the time where employees were not sure about their jobs, future career and personal or professional growth (Shapiro, 2020). The major role that has been played by the coaches and mentors of the companies in this challenging situation is the keeping employees strong-minded and motivated even though they are working through home. Though, it got difficult for the mentors to have the direct or in person interaction with the employees, but companies like Microsoft has introduced the concept of remote working for the employees (Roberts, 2022). The purpose is to maintain cordial and effective relations with employees even in times of global crisis i.e., pandemic. It is good that coaching and mentoring helps globally recognised companies during the pandemic.

During pandemic, coaching is the only way to support the employees emotionally and being empathetic towards them (Karo, and Petsangsri, 2021). Coaches understood the issues and challenges employees faced due to the pandemic. So, there were many companies like Netflix, Microsoft which were conducting online counseling and discussion sessions with the employees. Coaches help employees stay aligned with their personal and professional goals. Provides a work-from-home experience by discussing and evaluating business goals during virtual meetings. During this period, coaches emphasised on designing business operations in small segments to make it easier for employees to perform (Kappler-Hewitt and et.al., 2020).

TASK-5

Reflection according to Gibbs reflective model

Description- In the peer coaching sessions in which I coached on developing presentation skills, I clearly listened to and tried to provide solutions to problems or complications the coachee encountered while transitioning to a new job role related to presentation. I clearly explained the qualities and areas by which the coachee could overcome this new responsibility. This holistic question session was quite helpful in getting more effective ideas to overcome low confidence traits in coaching.

Feelings- In the beginning, the discussion was being more centric towards the introducing and stating the clear concept of presentation in which I found bit ineffective in terms of getting a good coaching session. However, when I went further in this session, I came to know that my coaching skills are becoming better in which I have promoted presentation skills of learners.

Evaluation- The discussion which I have took about the training has allowed me to know about my ability to perform well in between all the learners and coaches. However, the issue which I have identified that I would be difficult for me to present among the high number of people. With the help of my good communication ability, I mentioned all the problems which I am expecting to face during presentation work. The discussion that I have conducted highlight the key weaknesses of poor body language, nervousness, underconfident and basic understanding of preparing presentation.

Analysis- I have developed good communication ability while fulfilling the responsibility of a coach. It also gave me the wonderful experience of managing the group projects where I have contributed well. However, the team in which I have worked was having limited amount of people. But in this training session on which this reflection was based, I will be presenting in front of 5-30 learners which is actually a big task that is highlighting my weak points.

Conclusion- On the basis of the discussion that I have conducted regarding my coaching session, I think the performance which I have delivered was good enough to get the relevant changes and modifications in my presentation skills. However, it is necessary for me to work on some of the skills so as to perform better in future.

Action Plan- The area on which I have to work is understanding the core competencies relating to the presentation work. For instance, identifying the right way of embracing good body language, along with following the right practice so as to boost the confidence level.

Models to be used in future

For the future coaching session, I think GROW approach will be best. As this model will allow me to become accountable while getting relevant support from the coach. Additionally, considering the new role. GROW model is helpful in fostering the better engagement and communication with the team.

Conclusion

The meaning of coaching and mentoring is clearly explained in the above report. It also discusses the points that differentiate and show similarities between coaching and mentoring. Within this report, there is a detailed assessment of the various roles of line managers. Coaching and mentoring are important aspects of professional as well as personal learning where an individual can easily learn from the experience or guidance of others. These models are actually beneficial to employers and employees in both tangible and intangible ways. This report states that coaching and mentoring can have benefits or limitations when it is performed by line managers in the company. In the third task of the report, the discussion on resilience and change management allowed understanding the role of coaching and mentoring in an effective manner. This report also discusses the pandemic in the context of business organisations and how it was handled by coaches and mentors. The report concludes with a reflection on the peer coaching session.

References

Books and Journals

- American Psychological Association (2014). *The road to resilience*. Washington, DC: American Psychological Association.
- Bachkirova, T., Jackson, P. and Clutterbuck, D. (2021). *EBOOK: Coaching and Mentoring Supervision: Theory and Practice*. (2nd edition). UK: McGraw-Hill Education.
- Banwell, J., Kerr, G. and Stirling, A. (2019). Key considerations for advancing women in coaching. *Women in Sport and Physical Activity Journal*, 27(2), pp.128-135.
- Butcher, L. (2019). A Novel Coaching Program Deters Career Dissatisfaction and Yields Empowerment. *Neurology Today*, 19(11), pp.32-33.
- Chan, T., Wong, E., Chen, R., Monteiro, S., Ngo, Q., Park, S., Lal, S., Sienna, J., Packham, T., Cherry, R. and Leung, J. (2022). Introduction to Coaching & Mentorship of the Next Generation of Healthcare Providers.
- Comiskey, J. (2022). *How to be a Great Cell Group Coach: Practical Insight for Supporting and Mentoring Cell Group Leaders*. U.S.A: CCS Publishing.
- Ellinger, A.D. and Ellinger, A.E. (2021). Providing strategic leadership for learning: optimizing managerial coaching to build learning organizations. *The Learning Organization*, 28(4), pp.337-351.
- Garvey, B., Garvey, R. and Stokes, P. (2021). *Coaching and mentoring: Theory and practice*. (4th edition). London: Sage.
- Guccione, K. and Hutchinson, S. (2021). Using a Coaching Style as Principal Investigator, Supervisor or Manager. In *Coaching and Mentoring for Academic Development*, (pp. 83-88), UK: Emerald Publishing Limited.
- Haddock-Millar, J. and Tom, E. (2019). *Coaching and mentoring for work-life balance*. Oxfordshire: Routledge.

- Hakro, A.N. and Mathew, P. (2020). Coaching and mentoring in higher education institutions: A case study in Oman. *International Journal of Mentoring and Coaching in Education*, 9(3), pp.307-322.
- Jarosz, J. (2023). The Cube of Coaching Effectiveness. *International Journal of Evidence Based Coaching & Mentoring*, 21(1), pp.31-49.
- Johnson, C.D. (2021). *The use of an enduring coach-led mentoring program in the development of essential life-skills of the student-athlete: A case study* (Doctoral dissertation, Northcentral University).
- Jones, R.J., Zhou, Y. and Andrews, H. (2023). An Investigation of the Effects of Leader-Member Exchange on the Transfer of Coaching Skills Training for Leaders. *International Journal of Evidence Based Coaching & Mentoring*, 21(2), pp.134-145.
- Kappler-Hewitt, K., Von Dohlen, H., Weiler, J., Fusarelli, B. and Zwadyk, B. (2020). Architecture of innovative internship coaching models within US principal preparation programs. *International Journal of Mentoring and Coaching in Education*, 9(2), pp.187-204.
- Karo, D. and Petsangsri, S. (2021). The effect of online mentoring system through professional learning community with information and communication technology via cloud computing for pre-service teachers in Thailand. *Education and Information Technologies*, 26, pp.1133-1142.
- Kowalski, K. (2019). Differentiating mentoring from coaching and precepting. *The Journal of Continuing Education in Nursing*, 50(11), pp.493-494.
- Kutsyruba, B. and Godden, L. (2019). The role of mentoring and coaching as a means of supporting the well-being of educators and students. *International Journal of Mentoring and Coaching in Education*, 8(4), pp.229-234.

- Lammert, C., DeWalt, L.M. and Wetzel, M.M. (2020). "Becoming" a mentor between reflective and evaluative discourses: A case study of identity development. *Teaching and Teacher Education*, 96, p.103179.
- Manuel, K. (2022). Coaching and mentoring talent to a higher level at The Voice of Holland: Talent development of singing artists. *International Journal of Evidence Based Coaching & Mentoring*, 20(2), pp. 85-98.
- Moloney, M., Pope, J. and Donnellan, A. (2023). Mentoring and Coaching. In *Professional Mentoring for Early Childhood and Primary School Practice* (pp. 39-54). Cham: Springer International Publishing.
- Mullen, C.A. and Klimaitis, C.C. (2021). Defining mentoring: a literature review of issues, types, and applications. *Annals of the New York Academy of Sciences*, 1483(1), pp.19-35.
- Oades, L., Siokou, C.L. and Slemp, G. (2019). *Coaching and mentoring research: A practical guide*. London: Sage.
- Passmore, J. and Sinclair, T. (2020). *Becoming a coach: The essential ICF guide*. London: Springer Nature.
- Roberts, P.B. (2022). Why gay men make great coaches: how the experience of developing a positive gay identity impacts coaching practice. *International Journal of Evidence Based Coaching & Mentoring*, (S16), pp.16-26.
- Shapiro, A. (2020). Constructivism and mentoring. *The Wiley international handbook of mentoring: Paradigms, practices, programs, and possibilities*, pp.65-78.
- Starr, J. (2021). *The coaching manual*. (5th edition), UK: Pearson.
- Stewart, K.S. (2020). Coaching and Mentoring in Teacher Professional Development.
- Taylor, D. (2020). An introduction to coaching and mentoring. In *Introduction to Professional Policing*, (pp. 255-273), Oxfordshire: Routledge.

- Valanci-Aroesty, S., Alhassan, N., Feldman, L.S., Landry, T., Mastropietro, V., Fiore Jr, J., Lee, L., Fried, G.M. and Mueller, C.L. (2020). Implementation and effectiveness of coaching for surgeons in practice—a mixed studies systematic review. *Journal of surgical education*, 77(4), pp.837-853.
- Wang, G. and Sun, J. (2012). Change management. In *The Encyclopedia of Human Resource Management: Short Entries* (pp.103-106), USA: Wiley.
- Wong, A.T. and Premkumar, K. (2007). An introduction to mentoring principles, processes, and strategies for facilitating mentoring relationships at a distance. *MedEdPORTAL*, 6(1).
- Zehntner, C. and McMahon, J. (2019). Power and knowledge in a coach mentoring program. *Sports Coaching Review*, 8(1), pp.62-82.
- Zugelder, B.S. (2019). Beyond new teacher mentoring: The role of instructional coaching. *Kappa Delta Pi Record*, 55(4), pp.181-183.

Appendices

Personal Development Plan

Area to improve	What to do?	Ways to measure success	Timeline
Confidence	In order to develop this skill, it is necessary to first have that growing and positive mind. Additionally, having the capability of delivering coaching sessions and help the learners to achieve their goals.	If I easily and successfully complete my presentation work during the training session. Along with receiving the good feedback from the trainer then it will indicate the success of this skill.	2 months
Non-verbal communication	There are various ways of excelling this skill, but having good body posture and gestural understanding supports the skill effectively. Additionally, I need to work on my tone and way of speaking during presentation.	When audience will get more attached and connected with the content and information, I am sharing with by using right body gestures and proper eye contact.	2.5 months

Self-awareness	It is necessary to stay curious to reflect upon my own positive and negative sides. Along with considering the image that I have to be self-acknowledged in front of others which will support the learning of this skill.	By experiencing the positive changes in own behavior and attributes during the challenging situation.	4 months
----------------	---	---	----------